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NOTES ON MAKING A TIME-LINE

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Few things can do more than a 'time-line' to integrate for a child the bewildering medley of personalities, inventions, battles, political struggles, artistic creations and social developments which make up History. As a map compresses into a sheet of paper the endless combinations of mountain, plain, river, sea and city, so a time-line reduces to an easily grasped form the course of men's lives, the rise and fall of states and of empires and the influences which have moulded them.

Children who have on their schoolroom walls both a time-chart and a time-line get into the habit of looking from the pictured square on the chart to the corresponding point on the line; in this way events and developments are linked in their minds with the dates at which they took place. Therefore, in a junior classroom, the keeping of a time-line should go side by side with the keeping of a history chart. Probably at first it will be necessary for the parent or teacher to make it, but in time the pupil will be able to carry on the work himself.

The illustration given will show more clearly than a lengthy description what the keeping of a time-line entails, but the following notes may be helpful:

1. It is advisable to start the line from the earliest recorded times and to carry it on through the different periods studied, so that eventually the pupil has a complete picture of recorded time.

2. As in Century Books, a uniform scale should be used throughout — otherwise the usefulness of the time-line is vitiated. There is no reason, however, why a pupil should not make a separate line later on, on a larger scale, if it would clarify for him any period which he is studying and if it would contain more points of importance than can be shown on the ordinary line.

3. Lined paper is to be preferred as the lines provide a precise and ready-made scale of measurement, the space between each line standing for a chosen unit of time—say, five years. It is difficult for younger children especially to keep to a uniform scale without the help of lines or at least of careful measuring with rulers.

4. To obtain the necessary length the sheets of paper can be fastened together by some kind of gummed strip: the transparent kind used for repairing books and music is perhaps the best.

5. Ink or crayon of different colours should be used for filling in the strip at the left-hand side of the paper which represents the reigns of the various sovereigns.

6. Different coloured inks can be used for writing in the names of (a) political events, (b) military events, (c) events of literary, artistic and musical importance, (d) significant events in other countries, but this is a matter for individual choice. In the illustration printed here important foreign events are given in heavy type.



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|---|------|
| 1509 Henry VIII King | 1510 |
| 1513 Battle of Flodden | |
| 1515 Wolsey Chancellor | |
| 1516 More's 'Utopia' | |
| 1520 Field of the Cloth of Gold | |
| 1521 Henry VIII 'Defender of the Faith.' Luther at Diet of Worms | |
| 1526 Tyndale's New Testament. | |
| 1529 Turks defeated before Vienna | 1530 |
| 1535 Henry excommunicated | |
| 1536 Calvin at Geneva | |
| 1538 General suppression of monasteries | |
| 1540 Jesuits founded by Ignatius Loyola | |
| 1547 Edward VI King | |
| 1549 1st Common Prayer Book | 1550 |
| 1552 2nd Common Prayer Book | |
| 1553 Mary I Queen | |
| 1558 Elizabeth Queen | |
| 1559 Knox promotes Reformation in Scotland | 1560 |
| 1564 Birth of Shakespeare. Death of Michael Angelo | |
| 1571 Battle of Lepanto | 1570 |
| 1572 Massacre of St. Bartholomew | |
| 1577 Drake begins voyage round world | 1580 |
| 1585 Virginia colonised | |
| 1587 Execution of Mary of Scotland | |
| 1588 Spanish Armada | |
| 1589 Spenser's 'Faerie Queene' | 1590 |
| 1592 Potato and tobacco introduced | |
| 1597 Bacon's Essays | |
| 1598 Edict of Nantes | |
| 1600 East India Company founded | |

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